

MOUNTAIN LIFE and WORK

Volume III

OCTOBER, 1927

Number III

Rural Public Education

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Published by Berea College, Berea, Ky., in the interest of fellowship and mutual understanding between the Appalachian Mountains and the rest of the nation

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Issued quarterly—January, April, July, October
Subscription Price \$1.00 per year. Single Copy 30c

Entered at the Post Office at Berea, Ky., as second-class mail matter

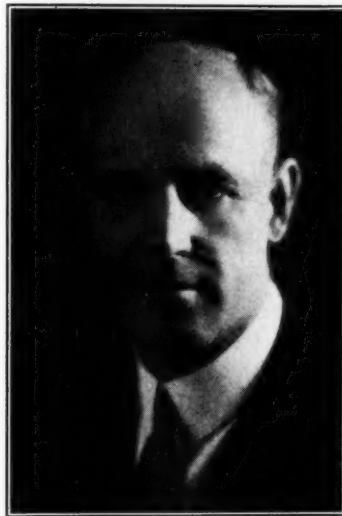
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MOUNTAIN LIFE AND WORK
Berea, Kentucky

EDITORIAL

The so-called "mountains" of the southern states occupy a larger area than many people realize. This territory of the southern highlands stretches from Pennsylvania on the north to central Alabama on the south, and from western North Carolina on the east to the fringes of the "blue grass" of Kentucky and Tennessee on the west. This vast domain lies within the confines of nine states. In geographical area the region is equivalent to New York and New England combined.

The people who inhabit this mountain section are often grossly misunderstood and misrepresented. Like all human beings, they have some imperfections, but their virtues far exceed their vices. Unfortunately, their weaknesses have been heralded far and wide, but

their virtues are little known beyond the mountain regions. It is a well-known fact that these people represent the purest Anglo-Saxon stock now extant anywhere in the United States. They have remained in isolation since colonial days, and foreign admixture has been practically nil. Few Negroes or Indians have penetrated these regions. The number of this pure strain of American stock is now over three million and until recently the mountain population in each of the states involved was increasing more rapidly than the state population. There appears to have been no increase in the mountain population of Virginia in the past decade. On the whole the stock remains sturdy and race suicide is nowhere imminent. All who have traveled through the mountain regions have been struck with the peculiar natural vigor and strength of these people. Some regard Abraham Lincoln as a product of mountain life and the type of the mountain man. While it is true that Thomas Lincoln came from the mountains of Virginia, yet



Dr. John J. Tigert

Abraham Lincoln was born in Western Kentucky. Nevertheless, he possessed many of

the innate characteristics and homely virtues of the mountain people. Courtesy, independence, freedom, absence of sham and pretense, high sentiments of honor, persistence of effort and native ability are qualities that stand out in the make-up of the inhabitants of the mountains. Hospitality has been an unwritten law in the mountains from the beginning. Here men are estimated at their true worth. Conventional criteria count for little. A man is esteemed for what he is and does rather than because of the clothes he wears, the house he lives in, the elegance of language he speaks, or the delicacy of his manners. Probably nowhere else in the world is a man so much a man "for a' that" as in the mountains.

It is not surprising that during the past twenty-five years, in an era of revival of progress throughout the South, the mountains have enjoyed an era of unprecedented development in many directions. A rapidly developing system of highways is gradually opening up regions hitherto almost impenetrable. Educational opportunities have been slowly but definitely improved. Health programs have been inaugurated. Home life has been made more attractive and general economic conditions developed.

Since the Editor of *Mountain Life and Work* invited me to contribute to this issue, I have glanced through a number of reports, articles and previous issues of this publication. I have been amazed to note the rapid strides that have been made, and numerous specific evidences might be cited. What more convincing evidence could be found, for example, than the figures on relative school enrollment and attendance in the 24 mountain counties of North Carolina in comparison with the state at large? In 1924-25 there was enrolled in the schools of the mountain counties of North Carolina 85 per cent of the total white school populations, as against 86 per cent in the State, while 73.3 per cent of pupils enrolled in mountain counties were in attendance, as against 76.3 per cent in the State. Not many years back the average mountain school was running four or five months in the year. In North Carolina the average length of the school term for the 24 mountain counties was 137 days in 1924-25,

as against an average term of 148 days in the State. These are convincing evidences of educational progress and possibilities. These figures demonstrate that schools in the mountains may be made comparable to schools anywhere, at least in matters of attendance, enrolment and duration of term.

Other evidences of progress appearing on the pages of *Mountain Life and Work* are the 4-H clubs that are functioning throughout the State of West Virginia; 1500 boys and girls doing agricultural club work in western North Carolina; the rapid growth of schools in eastern Kentucky, and the establishing of such enterprises as the thriving nursing service in Leslie County; the report that in Virginia the mountain counties on the whole are on a par educationally with the rest of the State; and the increasing usefulness of the Conference of Southern Mountain Workers, which has been convening for the past 15 years. These have combined to bring about a new era of awakening, progress, and hope in the mountain sections.

But this new era has just begun. Undoubtedly the next few years will witness an even greater development in the mountains than that which has been so apparent in recent years. There is much to be done for the rural schools. The rural school still remains the most difficult and the most important problem in American education. The significance and difficulty of the problem are enhanced in the highlands. The most definite contribution that can be made for the improvement of any school is to be found in a better quality of instruction. Better instruction can be given only by better teachers. Better teachers can be found when living and working conditions are better. It is probable that a majority of the teachers employed in the rural schools of the nation do not have modern facilities for bathing, and in too many instances are compelled to live in places which are not even heated. Salaries have been increased, but are yet inadequate to reward those who have sacrificed money and effort to train themselves properly. The weakest link in the educational chain in the rural districts is to be found at the point of super-

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PUPILS THAT DROP OUT

Warren H. Wilson, Board of National Missions, Presbyterian Church, U. S. A.

Many students in high school and college fail to graduate. Indeed, the experience of the schools in my acquaintance has been that most fall out before the final examination and the great day of commencement, as is called. Those who do not graduate thus become the chief product of the schools. I remember once sitting on a commencement platform of an eighth grade school in New York City. The principal, just to make talk, said, "You like the looks of my graduating class, but what proportion do you suppose they bear to the students in the classes with them?" I gave it up, and he continued, "These are less than ten per cent of those originally enrolled in the classes; the rest have dropped out." Many a college class begins with two hundred freshmen only to end with less than one hundred seniors. Everyone is familiar with this maladjustment and most of the philosophers and specialists who puzzle their brows over the public schools regard this as one of the greatest defects in the system.

But these who turn aside have not failed—often they are the most successful in private life. Not all who drop out have failed in their examinations; many are drawn aside for a variety of other reasons. Some are needed at home; others are obliged to support the family; a very large number lose interest as they advance, and if they begin the high school or college, find that they never wanted to go there, and therefore leave. When one encounters them later, they are not classed as graduates. They usually do not wear the epaulets of scholastic rank, but they always show the effect, in their thinking and proficiency, of the schooling they have had.

I have in mind a minister in New York City who has conducted one of the biggest churches here for more than a quarter of a century. He is noted as a most successful platform man, business man, pastor, diplomat, lecturer, and administrator. He is also an eminent preacher. But we who knew him as a student smile when we think about him because we see the joke is on us. We

thought lightly of him in the class, for he did not bother with examinations and never stayed to graduate. Now he has outdistanced practically all of us.

These pupils, who fall out, you will find on the farms, in the offices, stores, and banks, or they are wives, mothers, business women, and social workers. But they are always marked by their superiority to those who have not gone to school. They differ from those who graduate in this: they wear no key and they seldom go back to commencement. Their lack is in the privileges of the educated class. They belong to the common people. And they represent, it seems to me, the triumph of life over scholasticism. Those who graduate represent the triumph of scholasticism over life. This latter group very often have little to show of real learning, but they wear the cockade, they display the button, on the watch chain of a few is the treasured key, and in the mind of all is the pride of having passed.

I raise the question whether the by-product of education is not its great product, whether those who fall out do not represent a bigger achievement on the part of the schools and colleges than do those who graduate.

The reason for raising the issue just now is that, while educators know the defects of education, they are striving in the face of these defects to perfect the system and to make everybody graduate. They want a process by which every boy born in an American home will be turned out of the mill as a Bachelor of Arts or a Bachelor of Something by the time he is twenty-two. To this end they have called in the state law in some commonwealths, and already have gone so far as to compel attendance upon the system of schools by every boy and girl in the population.

Why is it that educators do not change their emphasis? Why do they not devote their energies to those who fall out rather than to those who graduate, to the many rather than to the few? There are some who have attempted it, but few American educators plan education chiefly for the benefit of those who

leave school when they have learned enough. It would be a great blessing if schooling could end when learning stops.

On the contrary, the school men and women whom I meet pride themselves upon their schools being "certificated." A high school or junior college that is "accredited" feels that it has attained. One does not hear them boast in public places of the intellectual attainments of their pupils, but of the institutional attainments, in that "our students are now admitted to college without examination."

When you look at this business of accrediting a high school or academy, what does it amount to? Just this: that the boy or girl does not have to learn and know, so that he can pass examinations, but he has to have a paper which will enable him to evade examination. A college entrance examination is not such a bogey. It is hard enough to be proud of when one has passed and not to be ashamed if one has failed; but its importance is so exaggerated to the young people of this generation that one suspects that the certification of high schools is a delusion, a superstition—it is the bond of slavery by which all the lower schools are subjected to the process that educates a few. If we could only get rid of this false fear, we could devote the academies and schools to the education of many who now "fall out," for they are the majority, they who learn and, when they cease to learn, quit.

But there is another excuse for bringing the academy or high school under bondage to the system of credits. I met the wife of the president of a small college recently. Knowing the struggle the school has had to hold its ground and to serve the great population tributary to it, and knowing its fine tradition and distinguished history, I asked how they were getting along. She replied, "Oh, we are doing very well; we are now an accredited school." To her surprise I expressed not joy, not congratulations, but disappointment. And when I challenged her to give a reason for her belief in certification she said, "Why we would not get any pupils if we were not accredited."

This again is a delusion. It is true, indeed, that the parents are educated to value credits, and their children are taught to anticipate

graduation whether they will graduate or not. But the history of some schools that have thrown over the whole system of credits shows that the deeper and more widespread desire is to learn rather than to graduate. Graduation is the superstition and delusion that enslaves the teacher-tribe. It also affects the parents and children to a degree, but what they most want is to learn.

The Stanley McCormick School, at Burnsville, North Carolina, is a good example in its recent history of the triumph of learning over credits. About ten years ago the principal, Mr. Chesebrough, directed the teaching of the school toward the vocations and secured an equipment for mechanical arts and the beginnings of home economics. Mr. Leroy F. Jackson, who came to Stanley McCormick as principal in 1920, was inspired with a desire to teach without interference from the state system of schools to which he owed no obligations. During the years of his principalship (until the present) he has maintained his freedom and has steered the school by the star of learning rather than in the sea-lane of credits. He calls it an "Opportunity School." In other words, it is run for the boys and girls who drop out rather than for the few who graduate.

The experience of the school has shown several things. First, it has revealed the fact that without offering credits, and indeed after explicit refusal to do so, the school could be filled with pupils. The attendance grew regularly for the first six years of Mr. Jackson's principalship. During the past year, though the school has suffered a severe setback from other causes, the same independent character has been maintained. Pupils were sent to this school in increasing numbers from mountain communities, although no offering was held before them of either examination, graduation, diploma, or credits.

Second, the greater number of pupils remained no more than two years. That smaller group who insisted upon special preparation for college were not refused. What teacher could turn away a promising scholar? But they were as one in ten, or as five in forty. They did not represent the school in the great

service rendered to the mountain counties of which Yancey is the center.

But what would a school offer if it served those who fall out? It ought to teach them religion, philosophy, a knowledge of the great world, the impulse toward a vocation and some skill in it, and to all of them it should give a proficiency in the common branches.

Only two of these needs of the pupils who fall out require mention in this brief essay. The cultural or philosophical teaching for these students is greatly needed in order that they may learn to think and to behave. They should therefore be introduced to the best literature through plays, pageants, and the reading aloud of poetry, through English composition, debates and public discussions.

Vocational training in the school which ministers to the pupil who falls out when he has ceased to learn, should center in a study of the vocations, not merely a study of the skills. For instance, the students in arithmetic should study the merchant. Those who take business courses should study the banker, not the ledger; they ought to study the employer, not merely learn to take shorthand and to run a typewriter. Their minds should be satisfied with nothing less than the analysis of the job of living. Those who are inclined to the ministry, for instance, should analyze the task of the most effective preacher and pastor in the community; they should be trained to observe what it is he does and how he does it. Those who are going into agriculture should be taught what a farmer is and should be brought as near as possible to that ultimate act of judging and that weighing of values, which more than sweat and early rising, make a man a good farmer.

Vocational education for those who fall out should be like the study of law in our best schools—it should be a study of cases, not of details. Yet, of course, there should be training in details for the acquirement of skill.

We have a few adventures in imitation of the Danish Folk High Schools. Every educator is watching them with eagerness and trembling with doubt when he knows their trials and the obstacles they must overcome. Mean-

time high schools in the mountains are being established; academies are carrying on as best they may, but some of them are bound to fail. Would it not be well for the teacher or the principal in every high school, indeed for the professor or dean in every college as well, to conduct his work in the interest of those who will drop out, realizing that he must test himself, not by the boys and girls who are bribed by the promise of graduation to remain, but by the boys and girls who, when they have ceased to learn, will leave his class room to return no more. These are the great product of the schools, for they return to private life, where education has its highest value.

EDITORIAL

(Continued from Page 2)

vision. A rapid march of school progress only awaits the establishment of adequate standards and programs of supervision. The usual county superintendent is required to cover such a large area and to consume so much of his time in purely administrative details that he finds no time for real supervision. Rural schools, especially in the mountains, have suffered from the lack of professional ideals and standards among those responsible for their administration. Politics and personal aggrandizement must be eliminated. The schools must be operated with an eye single to the welfare of the children. There has been too much exploitation of the schools in the mountain counties for the benefit of certain individuals and cliques who regard educational positions as their peculiar prerogatives, regardless of their qualifications, educational fitness, or capacity for service.

The American principle of equality, to which all mountaineers are devoted, demands an equality of opportunity for mountain boys and girls. There is no opportunity which may be compared with that of education. The loss of educational opportunity carries with it, to some extent, the loss of all other opportunities. Educational benefits bring with them in large measure all other benefits.

JOHN J. TIGERT

Washington, D.C.

Sept. 27, 1927.

CULLMAN CATCHES UP

H. G. Dowling, Superintendent of Schools, Cullman County, Alabama

In the South, a county without negro citizens is a rarity, and has problems—financial, social, educational and otherwise—all its own. A few counties in the northern part of Alabama are practically "solid white", having been settled by a class of white farmers who can earn a livelihood on soils which would defy the best efforts of the unskilled colored worker. Cullman County is the most densely populated and the most prosperous of these white counties.

This county was organized by a colony of



The Old

about three thousand German farmers and artisans. And the waste spaces of mountain lands have been rapidly filled in by the movement of mountain agriculturists which began in early days in Virginia and the Carolinas and has continued, as lands have become high-priced or crowded, down through Georgia and Alabama to the foothills of the Appalachian system. There are now thirty-five thousand people in Cullman, and sixty-five hundred farm homes. The county is noted for its diversified products—particularly strawberries and potatoes—for the beauty and cleanliness of its cotton staple and the high quality of its truck products, and for the absence of crime and civic disorder. In spite of the fact that the rich farm lands of Alabama lie further south, in the prairie "Black Belt," Cullman each year ranks second or third among the sixty-seven counties of the state in the production of cotton, and also finds time and energy to raise a

great diversity of other crops. Gaining the first prizes for agricultural displays at state fairs has become almost a habit with Cullman County; and this is an amazing fact when the light mountain soil and broken surface conditions of the county are taken into consideration. The success of the county is due largely to the sturdy type of its population.

The school problem in this county is a serious one. While Nevada has 550 children of school age to each one thousand adult males, and the average state of the union has about 850, the state of Alabama has 1350 children per thousand adult males, and Cullman County has the greatest proportion among all the counties of the state. There are 13,644 children of school age in Cullman in a population of 35,000, the population having shown an increase with each biennial school census. The citizens of the county do not belong to the southern type which has by inheritance an expectation of leisure for reading or cultural pursuits and which consequently believes thoroughly in the value of education. Farm work is given first place always, and schools must fit themselves into the comparatively idle



The New

periods or be ignored. Adult illiteracy is common. There are more than six hundred possible voters who are totally illiterate, and there are several thousand who cannot read the ballot with any degree of understanding. Any kind of reading material is an unknown quantity in many homes; and a mail-order house

catalogue is about all that is found in many more. Roads have been very poor, and topographical conditions have made numerous small schools a necessity.

Since the tax values of lands have been very low and the legal rate of school taxation small, teachers have been poorly paid and school terms short. Many schools have not run more than three and a half months per year. The county has been a patchwork of small districts, each fitted to certain land surface conditions or to certain community disagreements or dislikes.

When the present county superintendent of education took office four years ago, after six years as a high school principal in the county, there were one hundred twenty schools and as many districts. Many of the schools were taught for a short time each year in churches or lodge halls without desks, blackboards, proper lighting, toilet facilities, or other necessities for a decent school training. The immediate needs were more money for buildings and for longer school terms, and hence the development of a better school spirit which would lead to the levying of maximum school taxes. The county had levied only three-fourths of the possible county-wide taxation and only sixty per cent of the local district taxes. The teaching force was poorly trained, many of the instructors being farmers or their wives who had qualified to teach the short terms merely as a side-line or "cash crop." Interest in education in many districts was at low ebb, the people holding that what had been good enough for them was good enough for their children.

The first effort of the superintendent was to enlist the aid of certain natural leaders in strong centers of the county along the line that always has wide appeal and publicity value—that of school buildings and material improvement. About one-tenth of the money for each building of five or more rooms could be obtained from public funds, and about one-fourth of the amount needed for smaller rural buildings. This condition made it necessary to raise large amounts by private donation. The first few districts responded well, and several very creditable rural buildings were erected, fol-

lowing modern plans in regard to lighting, seating, ventilation, heating, etc. Now the movement for better buildings and equipment is wide-spread in the county and is limited only by the ability of the county authorities to match funds in the purchase of improvements. Three buildings, each costing \$14,000 or more, two costing \$9,000 each, two \$7,000 each, one costing \$6,500, five \$4,300 each, three costing about \$3,000 each, and twenty or more one-room additions of modern type have been completed within the last four years. About ten thousand dollars worth of teaching equipment has been added through local initiative. In addition, seven fairly good buildings have been erected entirely by local donations in districts which refused to follow state plans.

These buildings and the new equipment represent an investment of approximately \$160,000 and represent considerably more than half of the total value of school property in the county—no small improvement for a four-year period, especially when one considers the fact that tax funds for such buildings and equipment were not available. The building program continues on a rising scale, and a few more years will see Cullman County equipped with modern buildings for every district.

The worst handicap has been the lack of funds for operating a decent school term. Two hundred eighty teachers have been necessary to instruct the 10,500 children who enroll each year and the monthly payrolls have been more than \$23,000. Since the available operating fund has been about \$115,000 it is evident that the average term necessarily has been below five months. Several districts with no local tax levy have kept the schools open for three and a half months. The superintendent has tried to help in extending the term by collecting fees for paying all incidental expenses and by encouraging the raising of large local "supplements" for extending the term and for increasing the salaries of the better teachers. His office has undertaken the onerous burden of officially notifying the people that fees were due and that their pledges of supplement money must be met promptly. He has become a bill collector on a county-wide basis, a service not tending to enhance his popularity, but one

which has secured twenty thousand dollars or more per year to lengthen the school terms. For the first time in the history of this mountain county, several districts have maintained standard nine-month schools and several more have had terms of seven or eight months.

During this time an effort has been made to build up an understanding and a public spirit that would levy maximum school taxation and furnish every other possible support of the public schools. Weekly news articles on schools have appeared regularly in two county papers, telling mainly of things accomplished but also pointing out the great things still to be done.

All pupils in the advanced grades have been taught the facts about the educational conditions. The 350 district trustees have had a good organization and have served as the local leaders to "spread the news" of schools. The teachers have received full instructions and have been very helpful in bringing about a clear understanding in their respective districts. Several clubs and civic organizations have had the school condition explained to them often and their members have become the leading supporters whenever a school issue developed. The superintendent himself has spent half the nights in the country explaining to audiences wherever available what is necessary for the educational advancement of the county. During the first fifteen months, the superintendent's speedometer showed that the "flivver" had covered more than thirteen thousand miles of mountain road, and though the speedometer gave out at that point, the records of the gas account indicate that the pace has never slackened. Many volunteer speakers have aided in the campaigns and have driven their cars hard and far, to build up a better school sentiment.

These efforts have brought results. Recently the county voted to levy its maximum tax by a nine to one majority; and every district will follow suit just as soon as the state gets through with some educational legislation now pending. The county waits only for accurate information as to how the job can best be done.

The superintendent has long realized that the financial problems of the county

schools could never be solved entirely within the bounds of Cullman—that new and larger aid must come from the state. With this in mind, he promptly accepted the secretaryship of the Alabama Education Association when the teachers of the state elected him some years ago; he served for five years in this position, during which time the state association, under a plan of re-organization, grew from a body of 3000 members to a paid membership of 8600. During one year, the Cullman County Board of Education released a large part of their superintendent's time in order that he might lead a state publicity campaign, showing the plight of the schools in the poorer counties and urging legislative relief.

The present state administration has raised the money necessary for a tremendous forward step in education, and laws are now in process of enactment which will make over the conditions in the mountain counties. A large equalization fund will guarantee to every child a seven-months minimum school term as well as money for equipment and for better trained teachers. Cullman County is doing every possible thing to comply with the requirements of the state and to qualify for taking advantage of every type of aid to be offered by the state.

The county is just ready for a program of consolidation and permanent school construction. Roads are improving rapidly; a more cordial understanding is spreading to certain districts which have been living "in George Washington's administration"; agriculture is being more scientifically carried on than ever before; a county health unit has been installed this year; a vocational program in agriculture and home economics is gaining popularity rapidly; and the farmers are beginning to talk about organizing or importing some industries to enable them to put the county on a sounder economic basis. Through gradual and natural combination of small units, the number of schools has been reduced from 120 to 102; and the movement in this direction has just started. Many districts are ready but are waiting for funds to finance transportation.

Cullman's great, hard-working, prolific, sturdy,

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PRIVATE SCHOOLS AND PUBLIC EDUCATION

Charles D. Lewis, Dean of College, Lincoln Memorial University

The final test of the effectiveness of a private school is the type of public school that it stimulates the community it serves to maintain. If it is a small institution serving a limited area, a time will arrive—soon if it is an effective school, after a longer time if it is less effective—when it should cease to exist because it has developed a public sentiment which makes it unnecessary. As soon as the public is ready to take over the burden of supporting a school of approximately the same type, the private funds and effort that had supported it will be diverted to a more backward community, or it will develop a new type of service which the community cannot or will not support, and thus continue to work as a supplemental agency.

In the case of an institution serving a wider constituency, the problem is a little more difficult, but of essentially the same nature. Only four years ago Kentucky took over as a state project a school plant that for more than thirty years had met a genuine need in furnishing to a section of the state educational opportunities which the public could not, or would not, support. Today a plant worth a million dollars stands on the old site, and many more people are being served, with a variety and quality of education that the old school could never have offered. In western Tennessee a branch of the State University recently opened its doors on a campus long occupied by a church school that had done fine service. Now the public is doing, much better than the church could have done, the job which the latter found neglected a generation ago, and the church can divert its funds to some other institution or establish a new school in another locality. Many such instances might be cited where elementary schools, academies, and small colleges have made themselves unnecessary through their influence upon public opinion in the region they serve.

It is unfortunately true, however, that in some cases private schools became so deeply impressed with their own importance that they stand in the way of public school develop-

ment, continuing to compete with excellent elementary and secondary public schools until they have all of the bad influence of the private school conducted for private gain—an influence which divides communities and retards the type of education which will most fully serve the people. Only a few years ago the writer studied a situation in Kentucky where a church school which had for a generation supplied educational advantages to a region continued to fight for its quota of "pay pupils" from the locality, to the detriment of a fine public school system with buildings costing a hundred thousand dollars. The result was the development of local ill feelings and jealousies.

In order that private schools may avoid the difficulties pointed out in the last paragraph, it is vitally important that those in charge keep in closest touch with the public school conditions in the territory which they serve. Not only should the trend of public improvement be fully understood, but the private schools should themselves work actively in the development of such public sentiment and educational ideals as will make it possible for the public to take over more and more of the work they have been doing. They must have the spirit of the true physician, who is anxious so to instill into his people the laws of sanitation and rules of health that he will become less and less necessary.

Because of the vital importance of such an attitude on the part of the private schools which serve the mountain regions of the South, it may be well to take a little space in this article to discuss briefly some of the more fundamental matters which are causing retardation of education in the mountains, and which must be considered in any sound development of public education in the region.

Education, like roads, has become vastly more expensive during the past few years than it was in the time of our grandfathers. Local initiative and effort could provide ample roads for the ox-wagon of the pioneer, but it cannot do the same for the myriads of high-power cars, five-ton trucks, and thirty-passenger

busses which crowd our main highways of today. In like manner local initiative and effort could provide ample educational facilities for those same grandfathers, but they cannot do it for the grandchildren. Differences in wealth and topography have tremendously increased the inequalities between people in different sections. For a few years rural population, even in the best farming regions, suffered seriously for lack of educational opportunities as compared with the city dwellers. But as automotive vehicles were developed and roads were improved, modern conveniences were made available to the rural community and consolidated schools evolved. Thus educational differences became smaller, and in many regions they have disappeared.

This is not true, however, in the mountains. There, farm production is scant, roads are bad and frightfully expensive, consolidation is impossible, and modern conveniences await a better transportation and improved agriculture. In the meantime children are born and grow up without having what is considered the right of every American child, a fair chance for adequate self-development. Where railways enter the mountains to bring forth timber or minerals, the problems are partially solved, but only partially. Where industrial development sets in, conditions are bettered. But the great areas of our Southern Mountains are not reached by either of these influences. Private schools are doing good by bringing some young people out of the mountains for an education. Other schools are going into remote regions and carrying education to the neglected. These all help, but *the Mountain problem will not be solved until we can get an enlightened public sentiment to place, at public expense, an efficient school within the reach of every child.*

How can this be done? It seems a serious problem, but fortunately a way out of the difficulty has been found, and all that is needed is to set up the proper machinery and get it into operation. There is ample wealth in the various states and in the nation to educate our children, if only the wealth and the children can be brought together. Wealth, it seems, is

in inverse ratio to children. In Kentucky, Louisville has more than \$400,000 of taxable wealth to back every teacher in her public schools, while Owsley County has only a little more than \$20,000. A few cents tax per hundred dollars of wealth in Nashville or Memphis will provide a splendid education for the children of these cities, but an equal rate of taxation in Union or Hancock counties would supply almost nothing. Tennessee has found a way out of the difficulty arising from inequality of wealth, as has North Carolina. Kentucky and some of the other Southern states with mountain problems have not. Let us investigate the methods employed by Tennessee in solving this problem, and then let us all, as mountain workers, set ourselves to securing as intelligent and unselfish a method of solution in every state in the Southern Mountain region.

In 1925 the legislature of Tennessee passed an act which virtually said to every poor county in the state, "If you will levy and collect a property tax of fifty cents on each hundred dollars, we will guarantee you an eight-month public school with just as well-trained teachers as you can find and employ. Such teachers will not cost you more than poorly trained ones, in fact, the more you pay to your teachers, the more will the state hand over to you to pay for the maintenance of your schools."

Specifically stated, the Equalization Law of 1925 provides that in case any county levies and collects a school tax of fifty cents on the one hundred dollars of assessed valuation, the state will guarantee sufficient supplementary funds to provide an eight-month school in every district in the county, with a teacher paid according to a standard salary schedule. This salary schedule varies with training, experience, and the type of certificate held. It does not matter how well trained these teachers are, the state provides the money necessary to pay them. In this way it is no more expensive to the county to have highly trained and experienced teachers than it is for them to have poorly trained and inexperienced ones. In fact it is more economical, for a section of the law provides that "The State shall pay to each county receiving equalizing aid for pay-

ment of teachers, a sum equal to 15% of the amount paid by the state for teachers' salaries, for the maintenance of the schools within the county." In this way the more highly trained teachers a county employs, the more money the state will pay for school maintenance. Another provision of the law favors the remote rural districts. This is that any teacher in a one-room school will receive five dollars per month more than he would receive according to the standard salary schedule if teaching in a many-roomed school. By the provision of this law, Tennessee paid out roughly \$800,000 last year to the poor counties of the state through this equalizing method. All but seven counties availed themselves of the provisions of the law and maintained an eight-month school in every district.

Another excellent provision of this law is that relating to certification of teachers. A few teachers are still granted licenses on examination, but the great majority receive licenses on credits. Upon graduation from high school, persons can get a one-year certificate valid only in the county in which the high school work was done; if in addition he does twelve weeks' work in a state or approved college or normal school the certificate is valid in the state. For each renewal, twelve weeks additional college work must be done; at the completion of one year of college work, which must include nine quarter hours work in education, a four-year certificate is granted. With the completion of a second year of college work, the Life Elementary Certificate is issued. There is a liberal salary increase with each renewal, and since this is paid wholly by the state, counties are demanding these higher certificates, and teachers are gladly doing the extra work necessary to obtain them.

North Carolina has a law quite similar to this, and she is now paying approximately one million dollars a year in special aid to her poorer counties. This money goes to the poorer counties for the very simple reason that the richer ones which levy the tax of fifty cents have enough money to pay the standard salary with but little or no deficit for the state to meet. In fact a number of counties are able to

meet this schedule with a tax much less than that required to make state aid available.

Schools do not run perfectly, however, in every county of these states. Some people still think of schools in terms of selfish advantages for themselves, their relatives, or their personal or political friends, and where this is the case, matters go wrong regardless of how good the law may be. Modifications need to be made in the manner of electing the County Board of Education, of qualifying and selecting the County Superintendent, and in selecting teachers. And here is one place where the private schools can render much needed aid. Teachers and school officials who are subject to a bad system, or who owe their positions to those who use power for selfish ends, are not free to speak, as are those who are independent of these conditions. Consequently much of the out-spoken criticism of trickery and selfishness must come from educational leaders who are not upon the public pay roll. A member of a private school faculty occupies an enviable position of power when he stands before a community gathering or a teachers' meeting and discusses frankly, sympathetically and intelligently these questions of public school administration and support which are nothing to him but a cause, but which to those in public service are matters of serious personal concern, sometimes dangerous to discuss.

One of the most serious criticisms I can make, as one who has been connected with both public and private schools in the past quarter of a century, is that too often those who should be leaders in public thought on these questions look upon themselves as being somewhat set apart from public educational movements. And there is in some cases a marked evidence that a feeling of "holier than thou" exists on the part of those who have received a "call" to mountain work when they think of their fellow workers who are in the employ of the state. Where such a feeling exists it is fatal to real progress, for one cannot serve a cause so big and vital as public education with any shade of pettiness within the heart.

There are great needs in the mountain field,

but there are also great forces working to meet these needs. Some are private; the most powerful are public. It is only as these two forces unite in a "perfect weld" that the best results can be obtained. North Carolina is probably furthest advanced so far as public education is concerned, but she has her problems which the private schools can aid in solving. Tennessee has an admirable law in regard to aiding poorer counties from funds paid by the wealthier sections of the state, but many faults still exist in the actual administration of the law. Kentucky is still bound fast by the provisions of its constitution which seem to demand that all funds be paid by the per capita method, and has slipped back decidedly in its administrative organization from the position it held seven years ago. In that state every private institution should first seek for a full understanding of the difficulties which public education faces, and then fearlessly enter the campaign to bring about needed reforms.

With full faith in our own mission, let us not fail to see that a great cause is much greater than any institution or individual. In doing our work, we must turn out leaders of thought and of action who will become vital elements in the social order into which they go. No matter from what source their salary checks may come, they must be public servants.

Last April I went into a rural community in western Virginia to address a Parent-Teacher's meeting. The school building in which I spoke was of native stone, built almost wholly by the hands of the parents whose children were to be educated in it. On the grounds, in a house rough on the outside but attractive and comfortable within, I was entertained by the young principal and his wife, also a teacher in the school. They were devoted to the work in which they were engaged and the children they served seemed to hold them in highest esteem. They were truly public school teachers doing a work of the Lord. In July I spent a week in Kentucky's most remote mountain county at an old time teachers' institute. On Friday afternoon on my thirty-three mile trip on mule-back to the railway, I rode up a long and rocky valley with a young Iowan who had,

for a number of years, been working in a community far from the county seat. There he and his wife, aided by local men and women, had conducted a public school supplemented by private aid—the private part being the larger. I have thought many times since that these two young men and their wives are truly missionaries fighting in the cause made holy by the work of the Great Teacher.

Let me end, then, as I began: *The final test of the efficiency of any private school is its ability, ultimately, to make itself unnecessary to the community it serves because of the power it has possessed to develop a public sentiment and social standards which will support and maintain the type of education for which it stands.*

CULLMAN COUNTY CATCHES UP

(Continued from Page 8)

white population is not nearly educated yet, but it is awake and is getting ready for the great advance. Adult schools are running this summer in twelve centers, and more than three hundred grown-ups who missed their chance in the younger days are enrolled and hard at work. Cullman has a long way to go, but she'll get there, for she's looking up.

"The secondary school must train our leaders and intelligent followers in the democratic order which we must perpetuate. The court of last resort in a democracy is public opinion, and public opinion to be safe must be educated to think straight on questions of economics, sociology and political science. It must have some power to interpret the lessons of history—the mere knowledge of facts will not suffice. To this end a careful study of current events is being urged upon all the schools in both social study and the English class."—*W. D. Lewis, Deputy Superintendent of Public Instruction, State of Pennsylvania.*

"Nothing in the schools can compare with high character in the teachers themselves."—*Dr. Charles E. McCartney, Princeton, University.*

A TWO-YEAR PROGRAM OF RURAL SUPERVISION

Nettie E. Brogdon, Supervisor, Guilford County, North Carolina

Supervision is truly a business and will never function efficiently until it operates on sound business principles. The successful business man makes a study of the possible assets and liabilities of his undertaking; and with this information in mind, determines aims which he can reasonably hope to accomplish within a given length of time. Furthermore, he plans with much adroitness the method of procedure by which he may accomplish desired results. There is still another



First Grade Room—"After"

step: he takes an inventory of his business at stated times in order to determine the degree in which he has been successful in the accomplishment of his aim. If the supervisor is to succeed in her "business", she too must have a definite aim, a definite method of procedure, and a definite way of checking results.

This article describes the author's attempt to establish a supervisory program based on sound, business-like principles. It gives the method of determining the aims, the plan of attack, and something of the results of a two-year supervisory program in Jackson County, North Carolina.

Determining the Aims

The attitude of the supervisor toward the social group was that of service, but in order to serve in an intelligent manner she had to know specific details of the situation. Having this information, she could then evolve cer-

tain attainable objectives. She sought, therefore, to become acquainted with the outstanding facts of her problem in its local embodiment and proceeded to gather information from (1) reports of the State Department; (2) records of the County School Board; (3) records of the various community organizations and from discussions with individuals; (4) a study of the topography of the country and the location of the schools. But the most enlightening information came from the study of the type of school-room instruction being given, and the results of the teachers' work. When the data from the above sources had been collected in a somewhat coherent form, it gave the supervisor a background for her work. She could then determine the forces that would influence her work, from within the school system and from outside. She knew something of the tools with which she had to work and of the degree of efficiency with which they had been functioning. This knowledge made it more possible to plan a workable supervisory program.

While the survey revealed many outstanding needs, the supervisor realized that by no means was it possible to meet all of these at once. Recognizing that the supervision of



One-Room School—"Before"

class-room instruction is the problem of first importance, she began with that. Even here she realized that she could not attempt a large program involving all the needs of the system. In supervision, as in other lines of activity, the old adage, "One thing at a time, and that

done well," holds true. Since well trained teachers are an essential factor in the improvement of class-room instruction, it was evident that the first objective should be to raise the educational status of the teachers.

A study of the results of the instruction in the class-room revealed the fact that the pupils were not properly classified, and as a consequence, the instruction could not function. The classification of pupils, therefore, became the second objective.

In choosing a school subject for intensive treatment, the supervisor and teachers decided that reading would be a sound point of attack, since it is comparatively the most important subject, and since the results of the teachers' estimates and educational tests showed that the pupils were far below standard in it. Therefore, improvement in reading became the third objective.

Finding in existence a county-wide type of organization, the supervisor decided to use it, and the fourth objective became the arranging of a program of work based on the county-wide plan of organization. It might be stated here that during the second year the work was continued along the same line, but with these additional objectives: To make each group-center school a community center, to vitalize the state course of study, and to improve the teaching of language and spelling.

Method of Procedure

With the objective determined upon, the supervisor, with the assistance of the superintendent, Mr. O. S. Dillard, set about finding a method of procedure. After a rather extensive survey of the county five schools were selected as group centers into which, it was planned, most of the smaller schools would eventually be merged. The supervisor concentrated most of her effort on these five schools. Through the teachers' meetings and through the group commencements each of these schools became an agency of supervision and a stimulus to better work in the smaller schools of the group. The Community Life Clubs which functioned in these

schools were also important, and helped to weld the smaller communities of each group into a unit. In the development of such a plan the supervisor had in mind the development of permanent school centers, which would lead eventually to consolidation.

The Annual Conference

At the annual teachers' conference, which is an important agency in the field of supervision, all the teachers of the county were brought together to discuss aims and plans with the administrative forces of the school system. The general characteristics were: (1) It was held for two days before the opening of schools; (2) it was professional, initiating the plan for the year; (3) the time was spent in discussion of topics which were of interest to all; (4) sessions began promptly and closed on time; (5) it was kept free from petty discussions, and was made as full of happy, purposeful activity as possible; (6) the program discussions were kept within the range of the capacity of teachers; (7) it was divided into two sections, primary grades and grammar grades; (8) the entire conference met in a general meeting once each day; and (9) it served as a socializing agency, one feature being an informal reception the first evening.

In the opinion of the writer, an annual conference must be at least two days in duration if a foundation for the year's work is to be laid. But such a conference is an economical factor in supervision, since county-wide problems can be made clear to the entire group at one time, thus saving much time and energy.

Group Teachers' Meeting

In Jackson County the five group center schools were Sylva, Webster, Glennville, Cullowhee and Qualla. Each teacher was required to spend a Friday and Saturday twice each year at his group-center observing demonstration lessons which were followed by discussions. The teachers in the group center schools made similar visits to some other center in

the county. This plan made it possible for the supervisor to concentrate her efforts by bringing her teachers together for the observation of sound methods, of effective device, and of good technique exemplified under normal conditions. If these meetings are to act as a stimulus for professional growth, by showing what a school doing superior work means in the life of a community, the group center school must be a school of the best type. This means that the teacher must be prepared to demonstrate in her work the best principles of teaching. She must have at her command the best technique of instruction. She must be an expert in schoolroom management. The school must be adequately equipped with apparatus. And the effect of the teaching must be made manifest by the reactions of the pupils.

Heretofore supervision has contented itself with giving time and attention to the general needs of the teachers, with little constructive thought as to her individual needs and with little offering of specific remedial instructions. As the supervisor, day after day, has found her teachers working laboriously to instruct in the same group pupils who have a wide range of abilities, she has wondered at the stupidity of such an act, never realizing that she is doing the same thing when she is working with her teachers. With the educational world thinking much about grouping pupils according to their individual needs, why doesn't the supervisor think along the same line with respect to teachers? The fundamental principle involved is the same. Meriam's instruction with respect to children aptly applies to teachers: "Provide an individual with work that serves his purpose and his interests, and there is found at once a motive far more powerful than methods and devices so ingeniously or laboriously planned by the teacher." This point of view the writer kept constantly in mind in developing her supervisory plan.

The supervisor made note of the difficulties of her various teachers as she made her school to school visitation. These were filed according to a definite system along with (1) the

survey findings which related to teachers, (2) information from questionnaires in which teachers were asked to give suggestions indicating their professional needs, and (3) the results obtained from an informal professional test. All this data was studied with reference to each teacher in a group before that group's meeting was planned for the purpose of giving remedial help.

There was a "setting of the stage" with the group center teachers to make sure that the observers would have an opportunity to study their individual problems. The lesson to be taught was very carefully planned, and detailed references outlined. The supervisor and the group center teachers had a common understanding about (1) the purpose of supervision, (2) the subject to be taught and (3) the principles, methods and devices to be employed. The teachers who were to participate in the meeting were notified some days in advance; at the same time assignments for study were made.

School Room Visitation

The supervisor needs to visit teachers in their school rooms. She needs to know what the teachers are doing, wherein they need help, and what in their work she can commend. Before leaving for school room visitation the supervisor should summarize all the data which she has in her files with reference to the teacher whom she is to visit. This is a necessary preliminary in determining the individual needs of a particular teacher.

If the supervisor is to study the teaching process successfully, she must not enter upon the "state of action" as she goes into a schoolroom, but must keep herself as an unobtrusive, sympathetic helper, playing such a part in the situation as will make the teaching and learning process more efficient. A teacher must be made to feel, not that she is being tried by the "powers that be," but that the supervisor is a partner in the business of running the school, that she is trying to determine wherein the teacher's instruction is not functioning in order to give remedial instruction, and that she is anxious to find and commend good points.

If the teacher has this attitude, there is no reason why the supervisor's appearance at the school should cause a general upsetting of the day's schedule. There is a marked tendency among teachers to try to evade their actual school room teaching upon the arrival of the supervisor. One will be "just ready" to put on some stunt which has already been worn threadbare with the pupils. Another will stop a problem in the process of solution to explain that she has the "dumbest school" in the entire county to teach, or that the "pie social was a howling success." All this comes from the fact that the supervisor and teachers do not have a common understanding of the business of supervision.

The writer's plan for daily visitation included ways by which she attempted to help the teachers. First, she would occasionally teach the classes for the teacher. This demonstrated in a concrete way her theories of teaching. It also tended to create a sympathetic co-operation between the teacher and the supervisor. Moreover, it seemed to keep the theories of the supervisor practical and kept before her the actual difficulties of the teachers.

Second, she observed the school in operation and followed her observation with constructive criticism. This instance will serve to illustrate. The supervisor visited a room where the teacher was "hearing" a fourth grade reading lesson of the old conventional type. One pupil called words while the others looked aimlessly at their books or glanced elsewhere. When the lesson was finished, the teacher said, "Take the next story." The supervisor's problem, therefore, was to help the teacher improve her method in teaching reading. She developed the following questions with the teacher: (1) What were the aims of the lesson both from the standpoint of the teacher and of the pupil? (2) What reading skill did the lesson promote? (3) What corrective measures were attempted? (4) Was the assignment definite and clear? (5) Was any information given for working out the assignment? Thus the teacher was led to analyze her own lesson. The supervisor at-

tempted to make it a developing, rather than a "pouring in," process. When the lesson had been carefully analyzed, the supervisor planned with the teacher an oral reading lesson which the supervisor then taught.

The County-wide Teachers' Meeting

The county-wide teachers' meeting served as an agency to unify the work which was initiated by the annual conference and promoted through the group teachers' meetings. In addition, it had a strong influence as a socializing agency, which is very necessary for the welfare of rural teachers.

Group Center Commencement

The purpose of the Group Center Commencements in Jackson County were: (1) To center the attention of the citizens of the several school districts upon the educational needs of the larger school community; (2) to promote friendly and wholesome rivalry among the schools of the group to the end that each might strive to attain higher standards of work along all lines; (3) to stimulate community pride in the schools and at the same time to develop an appreciation of the efforts and records of neighboring schools; also to call to the attention of each the lines along which improvement might be made during the next school year; (4) to acquaint boys and girls of neighboring communities with one another to the end that they might realize that the several school communities represented were part of one big community of neighbors.

The principal features of a Group Center Commencement were the seventh grade exercises, the contests, the address, and the exhibit. These were the same for each group commencement in the county, but enough additional material or supplementary features were added to vary the programs.

The assembling of all the schools in a larger community—pupils, teacher and patrons—at one central school brought about the spirit of unity and cooperation which is necessary to build up a larger school. The people went away with an enlarged vision and a new conception of the needs of a school com-

munity. From the facts presented, men and women, boys and girls, were stimulated to put forth greater effort in school work. A new desire for greater achievement was created. When these commencements were first outlined and planned for meeting the needs of the situation in Jackson County, it was not the purpose to put on a pretentious show which had been veneered by artists, but to show the best that a school could do in a natural situation. The development of the pupils of the county and the change which this situation brought about were of the greatest consequence.

While this project served as a supervisory agency, it was by no means developed by the supervisor and imposed upon the system. At the annual conference at the beginning of the school year, the purpose of this activity was discussed by a member of the State Department. During the first series of the group teacher's meetings the group commencement was a part of the study, and each teacher had an opportunity to contribute her idea and to be enlightened on the project which she was to promote. A committee was formed whose duty it was to draw up tentative rules and regulations, and these were mimeographed and sent out to all the teachers for their suggestions and approval. During the second series of the group teachers' meetings the plans which had been made and adopted by the teachers as a whole were discussed and interpreted.

County Commencement

The County Commencement was an outgrowth of the group commencements just as these were an outgrowth of the work of the year. The winners from each group center and the best exhibits were sent up to compete at the County Commencement.

Community Club Life

Since the work of the teacher, and therefore of the supervisor, is limited and affected to a great extent by the attitude of the patrons, Community Life Clubs which served to make the school a community center, were a

strong factor in the accomplishment of the desired aims of the supervisor. The Community Life Club not only afforded an opportunity for advertising and popularizing the school system but it also afforded the supervisor an excellent opportunity for uniting her patrons upon the object which was uppermost in her mind—namely, better schools by means of the county-wide plan of organization.

Conclusion

As a result of the group plan of supervision, one purpose of which was the developing of permanent school centers which would lead to consolidation of the smaller schools, five one-room schools were consolidated the first year, and six the second year. Other communities are interested, but not altogether ready for consolidation. Another purpose of the group plan was to make rural school supervision possible. With only five group center schools in the county the supervisor could concentrate her attention and it was possible to realize actual results. At the same time she was of greater service to the smaller schools than she could have been under a plan which required her to "chase with breathless speed" from place to place until every school in the county had had a "How-do-you-do—everything is just fine—good-by!"

After all, the friends of liberal and so-called cultural studies are somewhat to blame for the existing state of affairs which they deplore. They have often made a cult out of culture and treated it as a sacred and highly protected industry. But culture is not a specific and direct aim. As moralists have said that happiness is best attained by not aiming directly at it, but by devotion to things that bring happiness in their train, so it is with culture. It is a fruit and reward of other activities. There is nothing in the subject matter or method of professional studies that prevents them from having this fruitage. It is a question of the spirit in which they are carried on.

—John Dewey, Columbia University.

HIGH SPOTS OF PROGRESS IN DICKENSON COUNTY

J. H. T. Sutherland, Superintendent of Schools

Dickenson is the youngest Virginia county, having been formed in 1880. It was first settled in 1816, and was the last Virginia county to become the home of the white man. Located on the Kentucky border line, high up on the southeastern slope of the Cumberland Mountains, Dickenson's 332 square miles of surface are practically all underlaid with coal deposits. White oak, poplar and other valuable trees cover most of its acres.

In 1920 there were 13,542 people in the county. Of these seventy-four were foreign born whites and two hundred and ninety-six were colored. Most of the native whites are descendants from Scotch-Irish, English, and German stocks. The present population of Dickenson is about 18,000, the proportion of native white being approximately that of 1920. Since 1915, when the C. C. & O. Railroad was completed through the county, mining and lumbering have been the chief industries.

Ranking in the lowest fourth of the Virginia county school systems, Dickenson presents numerous educational problems. She is free from the colored school problem, so vexatious to many Virginia counties, but she has, in intensified form, practically every other rural school problem to lower her rating and hamper her educational efficiency. With only eighty-five miles of improved roads, of which but nine are macadamized, she cannot yet consolidate her schools. And since this hill-country is sparsely settled, there are necessarily many one-room schools. Short school terms have resulted in appalling retardation and elimination. Due to the fact that the development of Dickenson's immense coal and timber resources began only in the last decade, insufficient finances prevented school officials

from employing large numbers of professionally trained teachers and erecting modern buildings. And these isolating conditions have resulted in little demand and enthusiasm for the inauguration of vigorous, forward-looking educational policies.

Happily, however, there are now apparent positive indications of an earnest and effective desire on the part of officials and patrons to improve the Dickenson schools. And notwithstanding her real handicaps, Dickenson is making perhaps as rapid



Memorial High School, Clintwood, Virginia

progress educationally as any other Virginia county. The following are some of the high spots in her recent educational progress.

The County Unit School Board

In 1922 the County Unit school law became effective. Prior to that date Dickenson and the other Virginia counties had for each district a separate school board of three members which transacted the business for that district without any consideration of the school officials of the rest of the county. This method naturally created inequalities of educational opportunity; it fostered duplication of effort; it prevented concentration of administrative thought and action in the solution of all main school problems. The results of five years operation of the County Unit Act have proved its value.

Attendance

The regular 1925 school census showed 5,041 persons in Dickenson between the ages of seven and twenty. Of this number 4,990 were whites, and 51 were colored. During the year 4,485 pupils were enrolled, and the average daily attendance was 3,151. Thus the

enrollment was only 89 per cent of the school population and the average attendance was but 74 per cent of the enrollment. It should be noted, however, that in Dickenson, as in other Virginia counties, the enrollment and attendance have been steadily improving since the enactment of the Compulsory Attendance Law, in 1922, which compels attendance at school of children between the ages of eight and fourteen, provided they do not live over two miles from school.

Teachers and Salaries

There has been great improvement in the training and certification of Dickenson teachers in the past three years, as indicated by the following table:

	Collegiate and Normal	Special	Elementary	First Class	Second Class	Permit
1923-24	11	4	25	42	34	10
1926-27	12	16	37	69	0	0

In 1925, the average annual salary of the teachers in Dickenson was \$598.30; the state average was \$610. In 1926-27 the average salary in Dickenson was \$632.86. The salary scale is a main factor in attracting the best prepared teachers, and Dickenson school officials are exerting every effort to improve the type of instruction in her schools by placing better prepared teachers, paying them more, and supervising their work more carefully.

Length of Term

Under the Virginia State Course of Study for Elementary Schools, it is assumed that the normal child will need nine months of instruction to complete each grade and there are seven grades below the high school. To finish the elementary work in the time that an average child would need, therefore, demands a nine-month term. As compared with the assumed nine months of 20 days each, the average for Virginia in 1925 was unfortunately only 156 days. For Dickenson it was 145 days. In 1927, the length of term in Dickenson reached 167 days. Since 1923 Dickenson has stress-

ed "standard schools" as the chief means of arousing interest in longer terms. In 1923, she had one school rated as standard by the Department of Education, while only four schools with approximately eight per cent of the total enrollment ran nine months. Nine standard schools were operated in 1924; eighteen in 1925; thirty in 1926. And in 1927 there are forty-four nine-month schools having nearly three-fourths of the total enrollment and about the same proportion of the entire teaching corps.

Community Organizations

For several years, Dickenson Community Leagues and Parent-Teacher Associations have aided in equipping the schools, supporting the efforts of teachers and officials, and contributing to the general improvement of the school morale. This past year thirty community organizations and fifteen pupil organizations contributed over twenty-five hundred dollars to aid in standardizing nine-month schools, in supplementing salaries, and in providing class-room equipment. While individualistic thought and effort have, in the past, been characteristic of this mountain section, co-operation between individuals and between groups is now one of the big factors in the progress of Dickenson county.

Consolidation

Just now consolidation of Dickenson schools is impossible on account of the roads. The need of consolidation, however, is very apparent. Last year there were forty-two one-room schools and twenty-four two-room schools in the county out of a total of seventy-five schools. Under the direction of the State High School Supervisor the School Board has made a high school survey of the county in order that plans may be laid and building erected on a satisfactory and permanent basis. The logical centers for consolidated elementary schools are being determined by surveys made by the Division Superintendent and it is evident that with the coming of rock roads effective consolidation will soon become a reality.

Health Work

At the beginning of each session all Virginia pupils are inspected for apparent health defects and efforts are made to have these corrected. Individual drinking cups, sanitary toilets, more care in ventilation, and modern school room equipment have been factors in improving the health of Dickenson pupils. During the summer of 1927 the State Board of Health conducted a toxin-antitoxin campaign against diphtheria in which over sixty-two hundred persons were inoculated. The County School Board is enforcing the law for smallpox vaccinations and is cooperating in every way to improve the health conditions in the schools and in the county.

Dickenson Memorial High School

No account of the Dickenson schools would be complete that did not stress the importance of this school. Built by the Board of Supervisors as a living memorial to the County's soldier dead, it was dedicated November 10, 1923, to sixteen of her sons who made the supreme sacrifice in the World War.

Since the 1923-24 session the school has been accredited by the Association of Colleges and Secondary Schools of the Southern States, it being one of the forty-seven schools in Virginia in 1925 that were so rated out of three hundred fifty-nine accredited high schools. Setting high standards of equipment and work, the Memorial High School is of inestimable value in the improvement of the other county schools.

Other High Spots

Vocational agriculture has been introduced in the Memorial High School, and it is planned to expand the work from year to year and soon to introduce work in domestic science.

A community and school history of each different school is being compiled by the teachers, pupils, and patrons, and the data thus collected will be used as the basis for the history of the county's schools. It is planned to publish this history by 1930, which is the fiftieth anniversary of Dickenson County.

In 1924, the County Educational Associa-

tion undertook to publish a school paper which was continued for three years. Through the medium of its columns the faults and needs of the schools were fearlessly explained, and it is certain that much of the current interest in the county's schools was aroused in this way.

At the beginning of the school term, an Institute of all the teachers is held to acquaint them with the plans and purposes of the school year. Later, group meetings of teachers in each district are held to discuss these plans and school problems in greater detail. Patrons from far and near come in to hear these discussions and further show their interest by providing, on the ground, a splendid dinner for the entire assembly.

Much of the credit for radical improvement in the Dickenson schools must be given to the rural supervisors, who have aided the Superintendent to secure more uniform instruction and to supervise the details of the field work.

Uniform examinations have been required for three years as prerequisites for entrance to high school. These examinations have aroused greater interest and brought about more effective work. These examinations together with more standard nine-month schools have helped bring about a trebled high school enrollment in the past four years.

Several of the schools each year make additions to their libraries. The community raises fifteen dollars, the school board provides a like amount, and the State adds ten dollars. These books are eagerly read by pupils and are very often taken home to be read by parents or brothers and sisters.

Through the patronage of Honorable W. H.

(Continued on Page 28)

WHY DO THEY LEAVE?

Only 13 of every 100 children entering the first grade of the public schools remain to complete the twelfth grade, or the last year of high school. Of 100 children entering the first grade 86 reach the fifth, 73 the sixth, 64 the seventh, 58 the eighth, 32 the first year of high school, 23 the second year, 17 the third, and 14 the fourth year, with 13 remaining to graduate.

SOME STORIES OF ACHIEVEMENT

"MARRYIN' DOESN'T EXCUSE HER"

An interview with Dr. Taylor Hurst, Truant Officer of Perry County, Kentucky

"He's gone to make a call up on First Creek but is expected back on the down train. I've left word for him that there's a lady waiting to talk with him in the County Superintendent's office."

A busy doctor is a difficult person to see, but I felt that I couldn't leave Hazard without talking to Dr. Taylor Hurst, for all the teachers whom I had visited had spoken of his tireless co-operation, and the almost perfect attendance in the county schools paid him wonderful tribute. How a doctor who was looking after the people of six mining camps and making additional calls out in the rural section could also find time to be the county truant officer was a mystery I had to solve.

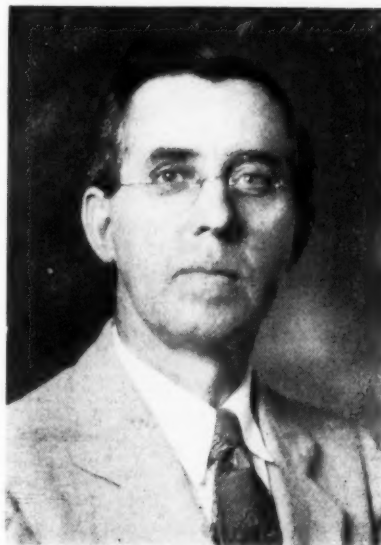
At last he came, medicine grip in hand, and with a busy, preoccupied air, which gave the distinctly uncomfortable feeling that he was poised for flight as soon as he could meet this lady and find out her business. As he shook hands he said, "I am sorry but I have only a few minutes. There are patients waiting for me in the office and I must make some more calls."

Briefly I stated what I wanted to know. As he began courteously to answer my questions the pre-occupied air vanished, his eyes sparkled, and soon all else was forgotten as he told me of his four years experience as county truant officer. It was easy to see that his service for children was the ruling passion of his life.

"When I volunteered my services free of charge to the county, several of my friends prophesied that at the end of one year I would have no professional business at all. Four years have passed and I still have as much work as I can do with the help of two nurses and a doctor.

"At first the people looked upon the enforcement of the truancy law as a joke. No one, not even the county officers, backed me up in my undertakings. When I had a war-

rant served by a deputy sheriff I had to pay him out of my own pocket. I started by running a notice in both of the local papers warning the parents that they must keep their children in school or they would be fined according to law. I sent every teacher in the county a supply of report blanks with instructions to send me each week the names of all children who stayed out of school, the cause given, the



Dr. Taylor Hurst

number of days absent, and the names and addresses of their parents. If after the second notice to these parents the children were not back in school, a warrant was issued and they had to appear before the county judge for trial. The legal backing I had at first was discouraging, but when the authorities realized how much it really helped a community to keep all the children in school they stood back of me loyally and have done so ever since."

Then he went on to tell some of the experiences he had had. As he went around the mining camps he was constantly on the lookout for the children of school age. One day he had to chase a girl to the top of a high mountain, where he finally located her in a hollow tree. As he took her back he met the mother coming with her school clothes. There in the woods they made her presentable and

Doctor Hurst entered her in the third grade at school. That day in her anger she cursed him, but today, a student in high school, she and her mother both thank him for forcing her to attend.

One day Doctor Hurst had the biggest court day that has ever been held in Perry County. Eighty-seven parents were tried and seventy of them fined, each paying five dollars and costs. That waked the people up all over the county. They began to realize that Dr. Hurst meant business.

Even marriage did not excuse a girl if she were still of school age. One day he received a letter:

"dear dr. hurst,

"I am writing to know if marryin' 'cuses a girl from goin' to school. I saw a lawyer and he told me marryin' 'cused her. My girl is 12 years old and goin' to be married to-nite."

In reply Doctor Hurst wrote:

"Dear Madam:

"Your letter received and contents noted. Your lawyer badly misinformed you. The law makes no provision for school girls getting married and quitting school. Marrying does not excuse her. Please put her in school immediately. If not, I will send the sheriff with a warrant and bring the husband and you to court."

The poor little girl did not miss a day of school. At one time Dr. Hurst had twelve newly married girls in the county schools.

Often it was found that lack of proper clothing and no money to buy books were the reasons children were not in school. In these cases Dr. Hurst either secured the co-operation of the women in the churches or paid the bills himself. No child in the county who has come under his observation has been allowed to go without books and clothing. The heart of this man is so big that already he has educated fourteen children to the point where they are able to support themselves. At the present time he is paying the expenses of six boys and girls in mountain boarding schools.

The results are amazing. In the four years he has been serving, the attendance in Perry

County has been raised from 54 per cent to over 95 per cent. New school houses and additions to old ones have had to be built to accommodate that number. The sentiment of the citizens has changed. Those who used to say, "Oh, we will just wink at the law, Doctor Hurst," do not wink any more.

During the course of our conversation, summons had come from the office of Doctor Hurst and patients had even followed him to the court house. But now it was to them he presented the pre-occupied air. The children of the county were uppermost in his mind, and impatient adults could wait. In the end it was I who had to tear myself away. I left wishing that each of our mountain counties had a Doctor Hurst. How many of our social and educational problems could be solved if the school administration were backed by the efforts and interest of public-minded citizens.

A "FIRST GRADE" HOUSE

Nettie E. Brogdon

The public schools of Jackson County are housed among mountain peaks which tower upward 3000 to 6000 feet. The nature of the county, with its many mountain streams, has made road building very expensive; hence travel is very difficult.

The people of the county are one hundred per cent native born. There is no foreign population, and very few negroes. Agriculture is the principal industry, but there is some manufacturing of wood pulp and tannic acid, and in various parts of the county a considerable amount of lumbering.

In such communities, of course, the children do not have the varied experiences of those living in the piedmont section of the state. This limited experience, however, does not keep them from finding enjoyment and growing through activities which are an outgrowth of their self expression. The story of a house building project which was planned and executed by first grade children in one of these rural schools will serve as an illustration.

The children in the school room were hav-

ing much difficulty in making a doll house from cardboard. A bright little girl suggested; "This is not a house. I want to make a real house, a house big enough for Jim." Jim was one of those tall retarded children often found in the first grade in rural schools. All the children eagerly discussed the proposed project. Choosing the site for the location of the house provoked much discussion. Then came the selecting and bringing of the tools and materials. It is true many wanted the most active part. Sometimes during one discussion three or four children would pout, cry, or fuss because the questions were not decided in their favor. The teacher, who understood child nature, took advantage of these situations to bring about better social adjustments.

The little boys who were most proficient took the lead in sawing, measuring and nailing. It was not long, however, before others demanded a part in this work. The workers then found it necessary to appoint a construction leader for a given length of time after which boys and girls worked as one happy group. When difficulties pertaining to the building or to the conduct of a workman would arise, the problem was referred to the group for solution.

The house grew rapidly and soon the roof



Then Came the Joy of Planting Flowers and Shrubbery

was on, or rather the rough boards for the roof. Then the question arose as to what type of roofing was best. The group decided that a paper roof coated with tar was the best that their finances would permit. After the house was completed and ready for occupants, it was discovered that a set of steps would be a great

convenience. These steps were soon built by two "bad boys" while the other children were busy in the classroom. When the steps were finished and the grounds cleared, the house was turned over to a group of little girls for housecleaning. This phase of the work was thoroughly enjoyed by the group, who evaluat-



Soon the Roof was on

ed the different methods of housecleaning used in their own homes. Out of this situation grew the problem of the need of furniture. Many efforts were made and many failures overcome before a satisfactory suite of furniture was finally finished. The little table and chairs were enameled and decorated with the assistance and direction of the teacher. Then came the joy of planting flowers and shrubbery. It was no easy task to guide them in the selection of the best type for their grounds, since every child had brought an over-supply from his home, the mountains, or the roadsides.

When completed, this building was very crude in form, but those participating had undergone worthwhile changes in thought, feeling and conduct. (1) They had each be-

come one of a group of workers striving for a common end; (2) they had learned the first principles of sanitation and living; (3) they had gained a new knowledge of number work and added new words to their vocabulary; and (4) they had had an experience in attacking problems and working them through to completion.

PRACTICAL TEACHER TRAINING

C. N. McAllister

In the work of training young men and women for teaching in the rural schools of the mountains, Berea College has endeavored to give the student an opportunity to do his practice teaching under typical rural conditions. To this end, for some years a rural school was maintained three miles from the campus. A community so near the campus of Berea, however, does not present typically rural conditions. The children of such a community have countless contacts with the outside world impossible for the rural child.

During the fall semester of 1926, Miss Bess DeBord taught the Hamm School of Pulaski County, Kentucky. With the consent of the County Superintendent, Mr. Leonard E. Meece, and the County Board of Education, an arrangement was made by which it was possible to send ten girls in groups of two or three to the district to live for two weeks. During these two weeks they observed the work of Miss DeBord, aided her in the preparation and care of materials used in the school room, and taught classes under her supervision. Each student was required to take charge of the entire school during her periods of practice teaching. This, of course, meant that she had practice in the supervision of all pupils in the room while one class group was reciting. Such training under careful supervision resulted in very rapid improvement in her knowledge of the work involved in teaching the rural school.

All of the student teachers expressed themselves as having experienced a very decided change in their attitude toward the rural child. They discovered that the retarded rural child was very probably retarded because his teach-

er lacked appreciation of the material at hand for motivating the work of the pupil. And their responsibility as teachers for the use of such materials was made clear to them, not by words, but through their own satisfaction in the use of the material.

The problems of school organization and management were worked out with the student teachers. Discipline became for them simply a matter of the teachers' preparation of material for keeping the pupils employed upon interesting and worthwhile doings.

Did this work in behalf of the student teachers interfere with the proper conduct of the school work and so injure the pupils? Superintendent Meece wrote of the work of the school:

"I wish to write to you concerning the excellent work done by Miss DeBord while teaching in this county last year. In order to appreciate fully the work she did, one must know that the school in which she was employed had not been properly graded and classified, the students were retarded, and the fundamental principles of reading, writing, etc., had not been properly taught. Miss DeBord by diligence and patience succeeded in getting the school properly graded and classified and started in the right direction. . . . She gave to the district the first carefully planned school program it had ever had, and the results are very satisfactory indeed."

Speaking of teacher training he says, "The good results are two-fold. It benefits the local community by giving it the best school possible under the circumstances and creates in the community, and in those surrounding, a desire for better advantages for their children. It also gives the student teacher a close-up view of the real problems of the teaching profession."

Because of the excellent results obtained with the pupils of the school, the reactions of the student teachers, the satisfaction expressed by the county superintendent, and the gratitude of many of the parents for the good work done with their children, we believe this to be a very practical method of training teachers for work in the rural schools.

GUIDING CHILDREN'S READING IN RURAL SCHOOLS

Mrs. Florence Holmes Ridgway

Eager eyed children gathered around our book wagon as month by month it stopped at the schools with loans of books. They waited on tip-toe with the excitement of choosing new books—books to carry home; books to read in



A Scholarship Winner

school. They were keenly alive to the joy of the occasion. The process of their choosing was a simple affair, depending chiefly upon the attractive design of the book's exterior and the easy-going appearance of the interior. Here, as universally, the "once-upon a time" and the "ever after" varieties met with favor and very largely defined the boundaries of choice.

Now and then a teacher opened up new paths into the wonderland of books, but the majority of the teachers, laden with work or lacking acquaintance with children's literature, gave little supervision to the children's reading. Out of this situation gradually grew a question which confronted us with increasing insistence. How much of vital worth were these winsome, hungry-minded little folks really getting from their contacts with these books? Wholesome entertainment, enrichment of imagination, brightening of dull days

must be reckoned as values which they were receiving in some measure. But even these values were confined to the limits of their own choices. There was little or no home background from which could come happy direction of their reading, and their school life before the book wagon days had furnished no acquaintance with books outside their texts.

Merely to loan books to children was not sufficient. Without guidance and left to their own devices they had an unbalanced reading diet, one lacking the elements of sound nourishment. There were evidences of mal-nutrition in the midst of plenty.

Any guidance of their reading was necessarily a matter of experiment. Obviously, such an undertaking should be so planned as to give the children a chance for individual work and development. The idea of a book contest gropingly formulated itself into a plan. Letters were sent to the teachers frankly stating the situation as we saw it and setting forth



I Like Books—and Prizes

the objects of the contest, which were to help the children form reading habits and book acquaintances which could be of lifelong value to

them. The point was emphasized that it is not how many books are read but how well they are read that counts, for the child who reads one book so thoroughly that it becomes a part of his thought life has gained more than one who reads ten books carelessly.

The effort was made to plan the contest in such a way as to place no burden upon teachers or pupils, but rather to give a lift to their work through the stimulus of larger interests. No graded or required reading lists were put before them. The children were still left their freedom of choice, but their attention was constantly directed to the could-be-true type of stories and to books which they could relate to their everyday lives, such as Stickney's *Earth and Sky*, Jones' *Keep Well Stories*, and Baldwin's *American Book of Golden Deeds*.

The contest plan grouped the several schools in any given area into three divisions: primary, intermediate, and advanced grades. The prizes for the first and second divisions were books; for the third, a thirty dollar scholarship in Berea College (Junior-High department). The prize for the school scoring the highest number of points was books or other needed equipment up to the value of ten dollars.

The children were graded on the following basis:

Primary

Grade 1—Retelling the story read by teacher or repeating of childhood poems from memory.

Grade 2—Oral account of two or more stories or poems read by the child.

Intermediate

Grade 3—Oral account of three or more books read.

Grade 4—Oral account of four or more books; list kept of all books read; range of subjects covered by the reading.

Grade 5—Oral accounts of five or more books; keeping list of all books read and telling what each is about or giving the chief characters; range of subjects covered.

Grade 6—Oral accounts of five or more

books; list kept of all books read with short outline of same; range of subjects.

Advanced

Grade 7-8—Oral accounts of five or more books read, with notebooks containing outline of all books read; range of subjects. Composition on "Some books I like and why I like them."

The individual schools were scored as follows:

a. Care of books, keeping of loan record, promptness in returning books, 20 points.

b. Use of books in school under direction of teacher, 20 points.

(For example, reading to pupils, starting books aloud to interest pupils and leaving them to finish same; using books in connection with English, History, etc., having oral or written book reports as part of English work; having children keep notebooks or lists as part of class work.)

c. Variety of books read—i.e. fact books as well as fiction, 20 points.

(This means encouragement in reading of such literature as biography, history, health, nature, Bible stories, poetry, etc.)

d. Reading of books throughout school, 20 points.

(That is, amount of reading done in proportion to attendance.)

e. Interest of pupils and teachers in aims of contest—the aims being (1) formation of good reading habits; (2) broadening of child's mind by acquaintance with good books; (3) thoroughness in reading; (4) training the child in the ability to tell what he reads; (5) encouragement of home reading, 20 points.

Each school and each child reporting was graded at each visit of the librarian, which was about every four weeks. As a further stimulus and to make for concreteness the Library provided each school with a book honor roll whereon the pupils won places by the thoroughness and variety of their reading. At the end of the contest the Library made an honor roll of all the pupils who had made high grades throughout the period of the contest,

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MUSIC IN THE RURAL SCHOOLS

Ralph G. Rigby Director of Music Department, Berea College

(Paper read before the Music Section of Kentucky Educational Association, April, 1927)

"What can the music instructor in the normal school do to help give every child in Kentucky an equal opportunity educationally?"

The music department of the normal school does have a peculiar responsibility, for to the normal school is entrusted the great task of preparing the teachers who in turn must carry the good news of wholesome music to the children in the schools. But when we discuss "an equal opportunity for every child in Kentucky," we are talking about a "large order."

We can leave out of consideration the schools in the cities, the villages, and most of the progressive districts, since they are already provided for, and turn our attention to that vast untouched area of the hills and the hollows where neglect is so complete. From these sections come many of our teachers. It is natural that this should be so, for teaching is about the only occupation open to them. In these counties from which most of our normal students come, if any attention at all is given to music, it is done by the old fashioned "sing-in' teacher," who teaches the shaped notes and whose music is usually of an inferior type.

In these places where the need is greatest we have the double task, first of convincing the people of their need, and then finding a way to meet it. The first part is the hardest for people must be convinced that they are sick before they will consider any remedy. In this matter of creating a demand for our product we need to study the methods of a large business corporation like the Standard Oil Company. Wherever night follows the sunset this company has sold its output. They have done it by taking their refined product to every spot in the world where light is needed and there demonstrating the value and success of their wares. In like manner the public school teacher must be prepared to so refine and vitalize his musical output that it will be appreciated, valued, and even demanded in these remote places.

In answer to a letter I sent out to the music

directors of Kentucky State Normal Schools I quote the following from Mr. T. O. Stewart from Eastern State Normal School, "How can we bring to our boys and girls the advantages to be gained from better music? Money cannot do it. Laws alone will not do it. First, we as teachers must have a strong desire to see the rural child have the same opportunity as the city child. A strong sentiment in favor of music must be developed or any laws we may pass will be of little avail."

In these lonesome districts which lack so many advantages music rightly presented may be by far the most powerful agent for real culture and refinement. It may supply the one bright spot in their otherwise sordid surroundings. I wish here to emphasize the phrase, rightly presented, because the real value and effectiveness of music lessons will depend upon the manner in which the subject is presented to the children. It need not require elaborate equipment or an unusually long period of preparation on the part of the teacher, providing he has a genuine love for that kind of music which will bring enrichment and inspiration into the lives of the children.

The teacher should be able to lead the children in the use of that most valuable instrument they will ever possess, namely the natural voice, and teach them to sing well our own folk and community songs, which constitute the finest collection of wholesome song literature in the world. That teacher of a rural school who will teach just two dozen and one of these splendid songs so well that as he starts to hum the tune of any one of them the students can join in and sing at least one verse will find that he has laid a real foundation for a music education along almost any line, and he will bring a whole world of joy into the lives of boys and girls.

In the past the difficulty has usually been that when any effort has been made to teach music in these rural schools the children have not been permitted to enjoy the music, but instead have been expected to give hours and hours to studying about music. They are giv-

en the bones of music rather than the meat. They are so often expected to acquire a love of music by looking at notes, measures, sharps, flats, etc. You might as well expect to increase a boy's love for his mother by forcing him to look at a human skeleton. This method is exactly parallel to the A, B, C, method of the old blue-backed spelling book. Up to a few years ago all our music books were built on this A, B, C, plan, and most of the boys and girls from the districts now under consideration have learned all they know from these old books which presented the "bones of music" first. Since the subject was first presented to them in this way, unless we who teach in the normal school are very careful, they will go out and teach in the same uninteresting way. So we come to the conclusion that if our normal schools are to send out teachers qualified to help every child to an equal opportunity, they must give the teachers much better preparation for teaching music.

The problem of better preparation brings us to a second consideration, that of better legislation. We who work at music are accustomed to attempting the impossible, and we are not discouraged by facing impossible conditions. Any one who knows music, knows that it is impossible to take the best kind of student who has had no previous musical training and prepare him to teach music in an eighteen weeks' course. Why, such a teacher would be about as well prepared as the boy who had taken a short course in agriculture, and when asked about the relative merits of milk cows, replied, "Well, Professor, I know only two kinds of milk cows, one is the Holstein and the other the Duroc Jersey." Now that course was too short.

Why should we have such a short course in music? With the exception of English no other subject functions so largely in the lives of the people. They want music on all occasions—at all religious meetings, at social gatherings, and at political meeting. They want music when married and music when buried, and yet their children must be taught by teachers who have had only eighteen weeks' preparation to teach a subject as important as is language.

I do not know just how it is to be done, but the normal schools and their constituency need to combine in an effort to put over a law that will give the subject of music its rightful place in the course of study.

HIGH SPOTS OF PROGRESS IN DICKENSON COUNTY, VIRGINIA

(Continued from Page 20)

Nickels, member of the House of Delegates, legislation was secured in 1926, permitting the School Board to issue \$125,000 school bonds to fund outstanding indebtedness, build new buildings and repair and equip the present buildings. Mr. Nickels also secured authorization from the 1926 Assembly for an increase in the regular levy from \$1.00 to \$1.50.

The following table gives the summary of ten year growth, from 1915 to 1925:

	1915	1925
White school population	3757	4990
Average term in days, white schools	97	145
White pupils enrolled	3478	4462
Average daily attendance, white	2159	3134
Number, white teachers	83	124
Number, 1-room schools	53	39
Number 2-room schools	10	30
Number 3-room schools	2	8
Total buildings	65	77
Number Community Leagues..	18	39
Number volumes in libraries	762	4450
Number high school pupils ..	14	140
Total annual salaries all teachers	\$20,187.82	\$74,791.46
Average annual salary per teacher	\$243.23	\$598.30
Total value of school property	\$73,896.00	\$340,774.00

"Knowledge of the past and of the wide range of learning today enriches the most humdrum of tasks. To educate further is to help people in the task of creating larger, richer, deeper culture out of the day's work."
—Miss Mollie Ray Carroll, Professor of Economics, Goucher College.

BOOKS FOR THE RURAL SCHOOLS

Anna Hurlbut

"Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead;
Books are friends. Come let us read."

—E. Poulssoñ.

Books are the magic carpet on which we are transported from the everyday world into the realm of imagination. They are the eyes through which we see not only the life in the world about us but also that in far distant lands.

The best time to form the reading habit is in childhood. Youthful habits are the ones which remain with us, and the reading habit, once acquired, becomes a source of joy, of knowledge, of inspiration. It is a means of continuing our education even if no other means are available. And so in every school there ought to be the books which are the rightful heritage of every child—for to have known them is to have widened one's horizon and made life richer.

The books in the following lists have been chosen from the many books for children that have proved their worth and popularity. As far as possible inexpensive books have been selected, but several of the books for the upper grades are more costly. It is far better, however, to economize on quantity rather than on quality.

Primary Grades

Baldwin—*Fifty Famous People*

A book designed for younger readers. It contains, among others, the stories of Lincoln, Paul Revere, King Alfred and Robert Bruce.

Bianco—*Little Wooden Doll*

The little wooden doll lived in the attic with the mice and the spiders. Here she was found by a family of children and was later adopted by a little girl. The pictures in the book are as charming as the story itself.

Brooke—*Tailor and the Crow*

A well known artist has made delightful pictures, both in color and in black and white, for this old nursery rhyme.

Carrick—*Picture Tales*

Simply told folk stories accompanied by attractive drawings.

Herben—*Jack O'Heath and Peg O'Joy*

Rules of health and cleanliness told in story and in rhyme by children themselves.

Jatakas—*Jataka Tales*

Animal stories from India illustrated with silhouettes. The stories are simple and are enjoyed by young children.

Lansing—*Rhymes and Stories*

Selection from Mother Goose rhymes and from the old fairy tales.

Lefevre—*Cock, the Mouse and the Little Red Hen*

This old folk tale is here told with many illustrations in color.

Lofting—*Story of Mrs. Tubbs.*

Story of a lonely woman who lived with her pig, her duck and her dog and how they all helped her out of a great difficulty.

Lucia—*Peter and Polly in Spring*

Peter and Polly lived on a farm and the farm activities in springtime are here related.

Orton—*Bobby of Cloverfield Farm*

A farm boy's everyday life told in simple language.

Perkins—*Eskimo Twins*

The everyday life of Menie and Monnie, five-year-old Eskimo twins. Always popular with children.

Potter—*Tales of Peter Rabbit*

Every child loves the story of Peter Rabbit and his adventures and loves and well the pictures that illustrate the story.

Skinner—*Happy Tales for Story Time*

A collection of animal stories, Christmas stories, fables and folk stories adapted for young children.

Stevenson—*Child's Garden of Verses*

This little book has been known and loved so long that it scarcely needs annotation.

Middle Grades

Arabian Nights—*Tales from the Arabian Nights*

Stories with which every child ought to be familiar.

Baynes—Polaris, the Story of an Eskimo Dog

A true story of an Eskimo dog whose father and mother were among the dogs that were with Peary on his expedition to the Pole. Polaris was brought to the U.S., but later was sent to Labrador. Illustrated with photographs.

De la Ramee—Dog of Flanders

A Christmas story that has long been popular.

Dodgson—Alice's Adventures in Wonderland

What happened to Alice when she fell down the rabbit hole.

Haviland—Most Wonderful House in the World

Treats of personal hygiene and rules of health. Interestingly written.

Lofting—Story of Doctor Dolittle

Humorous story of a kind doctor who preferred doctoring animals to people. Because he understood animal and bird language he was able to do a great deal of good.

Lorenzini—Pinocchio

Story of a wooden marionette in his various adventures.

Milne—Winnie-the-pooh

Delightful story of Christopher Robin's big teddy bear, Winnie-the-pooh, and his companions. Much humor and fascinating pictures.

Moon—Chi-Wee

Story of an Indian girl who lived in a pueblo in the Southwest.

O'Kane—Jim and Peggy at Meadowbrook Farm

All about farm life.

Pyle, H.—Some Merry Adventures of Robin Hood

One of the good editions of the legends of Robin Hood.

Pyle, K.—Fairy Tales from Far and Near

Collection of folk tales from twelve countries.

Spyri—Heidi

Well-loved story of a girl who lived in the mountains of Switzerland.

Thompson—Silver Pennies

A collection of poems for children. The make-up of the book is especially attractive and the poems are well chosen.

Upper Grades

Alcott—Little Women

This picture of American home life is always a favorite.

Barton—Great Good Man

The life of Lincoln told for boys and girls, giving the incidents of his life which especially appeal to youth.

Chapman—Travels of Birds

A study of the migration of birds interestingly told.

Defoe—Robinson Crusoe

A castaway story that never loses the interest of boys and girls.

Frost—Court of King Arthur

The old legends of King Arthur and the Round Table retold for the young people.

Howes—Dark Frigate

A well written pirate story of the time of King Charles.

Hawksworth—Adventures of Grain and Dust

Shows how the earth's soil is prepared and fertilized by the work of plants and animals, wind and rain.

Hodgson—Enchanted Past

Stories from the history of the Hindus, Chinese and other peoples of ancient times. Many of the illustrations are photographs.

Lamb—Adventures of Ulysses

One of the good adaptations of the story of the Odyssey.

Parkman—Heroines of Service

Short biographies of such celebrated women as Clara Barton, Anna Howard Shaw, Mary Antin, Jane Addams.

Rush and Winslow—Modern Aladdins and Their Magic

An account of the common articles in everyday use—their source and how they are made. Well illustrated.

Skinner—Becky Landers, Frontier Warrior

Story of Kentucky pioneer days. Becky Landers bravely accepted the position of man of her family during a critical time in Kentucky's history.

Skinner—Silent Scot

A Revolutionary story laid in the Mountains of Tennessee. Silent Scot and his Indian friend had many exciting adventures.

Stevenson—Home Book of Verse for Young Folks

A very good selection of poems for young people. Collected from both old and new poetry.

White—Daniel Boone, Wilderness Scout

An interesting account of the life and adventures of this famous frontiersman.

Woodburn and Moran—Makers of America

Biographical material concerning the great men in our history. Deals with the most important events of American History.

GUIDING CHILDREN'S READING IN THE PUBLIC SCHOOLS

(Continued from Page 26)

and another of the schools which had scored eighty or more points.

Since recognition would give happiness to the little folks who had worked so well yet were not prize winners, and since it would have a wholesome effect upon those who had not done their best, to each of the honor roll children we made a surprise gift of a fine little copy of the "Madonna of the Chair."

The results of the contest thus far have brought many encouragements. The children learn to take better care of the books. If it now and then happens that some school gets careless, book scouts or health officers are appointed and things are sure to go better. Interest in reading has grown splendidly. The children know that they are expected to do something through the reading of the library books, and the law of giving and receiving has its wholesome effect when they learn to stand up, collect their wits, and tell the librarian what they have been reading during the last month. Teachers make appreciative mention of the value to the child of thus learning to speak. They are also finding the contest stimulating in some of their class work. Through it all the children are learning something about the value of books, and while only a small number win prizes or honor stars, yet every child who reads even one book so well that it has become a part of his life is the winner of a richer mind, the best prize of all.

There are many ways in which our rural school service may be made more useful and each year sees some improvement in the plans. This project has revealed a field of boundless opportunity for helping the little people of our hills find enduring joys and enlarging visions of life through friendship with books.

"WHO CARES?"

Today school opens. Down the dusty road, under a stinging September sun, plods a small barefoot boy with a few dog-eared books under his arm, on his way to the seat of learning in this isolated community—the one room school. His people back home are poor, in fact, the whole community is economically backward.

At the door of the school house the lad is greeted by the new teacher. She is young, without experience, unfamiliar with the many responsibilities ahead, and unknown and untried in the community. She has enthusiasm and devotion; this is her first school. She has been employed for a seven months school term with the possibility that the school will be closed earlier on account of small attendance or shortage of school funds.

In this community there are a few well-to-do families. One has a private tutor for its children and the other families either send their children away to school or have none to send.

The weeks pass and the young teacher, by diligent effort by day and night, is able to keep up the average of twenty pupils required by the legal one-room school until the fifth month is passed. One family patronizing the school moves away, in another there is sickness, and simultaneous with these misfortunes the money runs out and one day the order is received for the school to close. Fifteen pupils receive the news gladly and accept their deliverance from school with childish anticipation of a vacation.

Such has been the record of this school for many years. Inexperienced teachers, poorly paid, required to teach seven grades of work for short terms of from five to seven months, with the consequent result that the school is open so few days in the year that some mem-

bers of the community hardly discover that there is a school or will be a school except when the tax money is asked for.

The influence of both the environment and the school is not sufficiently stimulating to cause pupils to remain in school beyond the time of such physical maturity as will enable them to enter some sort of employment. Furthermore, had they remained in school for the usual length of time required for completing the elementary grades they would, in the end, have had little more than one-half of an elementary education, because of the short terms provided and the long vacation periods intervening. Without appropriate standards of life, without establishing the ideals of citizenship and modes of behavior expected of good citizens, without facility to appreciate and realize the finer things of earth, without, in time afforded in our day, what can the product time afforded in our day, what can the product of this school be expected to contribute economically and spiritually to the welfare of the State? This picture is fairly typical; there are many duplicates. But Who Cares?

—*School Forum*

A DEFINITION OF CITIZENSHIP

The obligations of citizenship do not rest solely or chiefly in the exercise of the privileges of voting, or in conducting campaigns, or in holding offices.

Important as are all these duties, their performance will amount to nothing unless our citizens are imbued with the spirit of our institutions, which means respect for a government of law, a sincere desire to better in every practical way the conditions of human life, loyalty in all relations of life, and the disposition to be kindly and fair in all dealings with one's fellow man.

CHARLES E. HUGHES

The farm youth will be best qualified for citizenship through an educational process that gives him mastery of the tools of learning; a knowledge of his true relation to the various groups which make up the world social order and a knowledge of the inter-

dependence of social and occupational groups; a knowledge of the real possibilities and requirements in the major groups of occupations through which men serve and gain a livelihood, and an opportunity to test his ability and congeniality for characteristic tasks in these occupations; freedom to choose his field of service and opportunity for efficient training through a school curriculum that specifically relates to its chosen field of service; knowledge that functions in physical efficiency and habits that conserve health; moral courage that comes of understanding, physical vigor and a feeling of self reliance that comes through such guidance that successful mastery of problems becomes habitual.—*John J. Tigert.*

For every growth that the tree of democracy has put forth in America, its branches protecting the land from sea to sea, education has driven down its strong roots into the fertile soil of experience. Give these roots a chance, fellow citizens, if you wish the tree to stand. As an American poet has sung in a sonnet:

"Grow not too high, grow not too far from home,

Green tree, whose roots are in the granite's face!

Taller than silver spire or golden dome

A tree may grow above its earthly place,
And taller than a cloud, but not so tall

The root may not be mother to the stem,
Lifting rich plenty, though the rivers fall,

To the cold sunny leaves to nourish them.

Have done with blossoms for a time be bare;

Split rock; plunge downward; take heroic soil;

Deeper than bones—no pasture for you there;

Deeper than water, deeper than gold and oil.
Earth's fiery core alone can feed the bough
That blooms between Orion and the Plough."

We are likely to overstress the idea of training for leadership, as if leadership were itself a profession comparable with law or medicine. But leadership is the natural result of the fruition of an effective and good life.—*L. H. Bailey.*

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